

Military Magnet Academy

2950 Carner Avenue
North Charleston, SC

Grades	6-12 Middle School	
Enrollment	504 Students	
Principal	Anderson W. Townsend	843-745-7102
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	Below Average	Average
2006	At-Risk	Below Average
2005	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

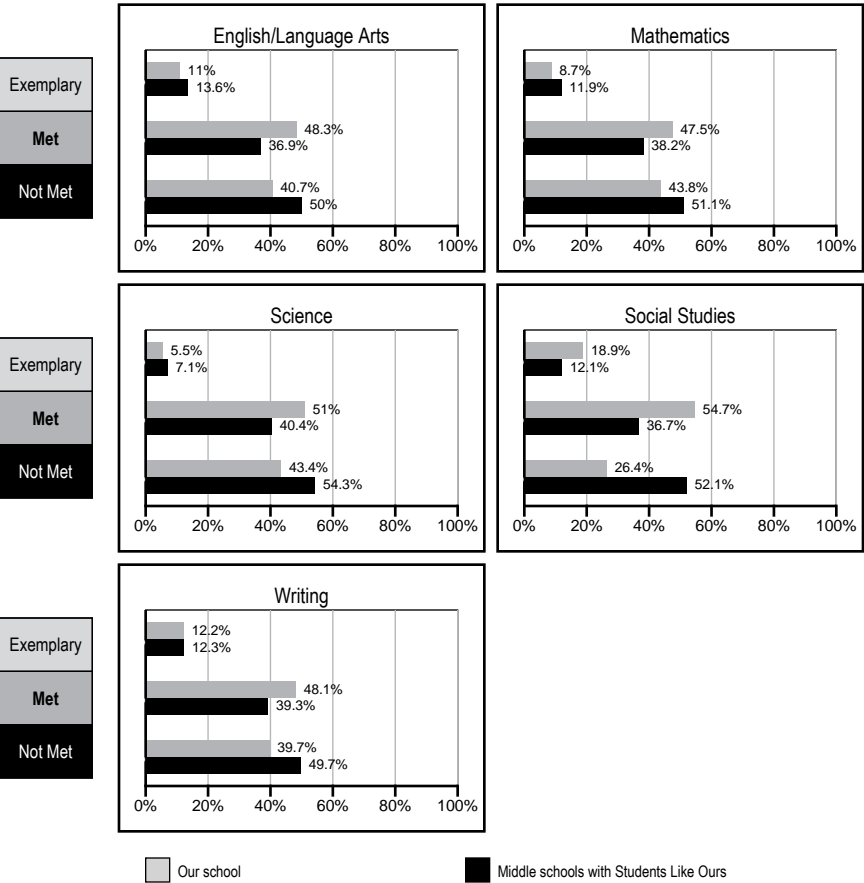
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	34	19

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	89.4%
English 1	N/A	85.3%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=504)				
Students enrolled in high school credit courses (grades 7 & 8)	16.8%	Up from 13.2%	13.2%	21.6%
Retention rate	4.0%	Down from 5.9%	2.4%	1.2%
Attendance rate	96.2%	Up from 96.1%	95.3%	95.9%
Eligible for gifted and talented	4.4%	Down from 5.8%	6.1%	14.8%
With disabilities other than speech	4.5%	Down from 4.7%	14.1%	12.6%
Older than usual for grade	4.0%	Down from 7.1%	5.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.2%	Down from 9.2%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	40.9%	Up from 32.6%	54.3%	56.9%
Continuing contract teachers	54.5%	Up from 45.7%	65.5%	72.7%
Teachers with emergency or provisional certificates	23.5%	Up from 22.9%	14.4%	5.3%
Teachers returning from previous year	76.4%	Down from 79.5%	77.1%	82.9%
Teacher attendance rate	96.7%	Up from 94.2%	95.0%	95.2%
Average teacher salary*	\$42,332	Up 3.7%	\$44,505	\$46,599
Professional development days/teacher	16.0 days	Up from 14.1 days	10.0 days	10.8 days
School				
Principal's years at school	8.0	Up from 7.0	2.0	3.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.4 to 1	17.0 to 1	20.1 to 1
Prime instructional time	92.2%	Up from 89.4%	89.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 82.3%	95.9%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,158	Up 8.2%	\$9,601	\$7,645
Percent of expenditures for instruction**	61.4%	Down from 63.2%	60.6%	63.4%
Percent of expenditures for teacher salaries**	57.3%	Down from 59.3%	54.4%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Military Magnet Academy is a caring school where all cadets are challenged to learn every day. The Military Magnet Academy prepares students to become competent, disciplined, and responsible citizens by providing the necessary learning environment. The Military Magnet Academy is committed to student academics, extracurricular activities, and parent and community involvement. The academic program develops the "whole person" by providing a foundation for success in today's world of high technology.

At the Military Magnet Academy, a school wide remediation program is implemented to target all students. Students with the highest needs also receive computer assisted tutoring using Plato and APEX software. An after school homework center and tutorial program are made available to all cadets for two hours after school on Monday, Tuesday, Wednesday, Thursday, and four hours on Saturday mornings, and one hour before school daily.

A Saturday tutorial program developed for all cadets and parents enhances parental involvement. A PACT night for parents is offered once quarterly to share PACT study tips and test-taking techniques. All cadets are required to participate in the twenty-five book campaign and Independent Reading programs. Awards are provided to students who received points for completing reading assignments. Teachers differentiate instruction, use cooperative learning with heterogeneous grouping in the classrooms to develop teamwork and enhance student achievement. The military tactical officers conduct instructional training to reinforce academic and basic military skills taught in the classrooms. Quarterly benchmark tests are given to assess student progress.

An attempt to improve the delivery of academic instruction is accomplished by providing teachers with training on the coherent curriculum, cooperative learning, curriculum alignment, and standards implementation. Quality initiatives for teacher training are supported as teachers are encouraged to attend workshops and conferences. MMA is accredited by the Southern Association of Colleges and Schools.

Anderson W. Townsend, Principal

James McClain, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	78	64
Percent satisfied with learning environment	88.9%	64.1%	87.1%
Percent satisfied with social and physical environment	94.4%	66.7%	95.1%
Percent satisfied with school-home relations	68.5%	76.9%	78.7%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CA

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.5%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.2%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	246	100	40.7	48.3	11	79.7	84.9	82.8	Yes	Yes
Gender										
Male	132	100	42.2	49.2	8.6	79.7	81.8	79.3	N/A	N/A
Female	114	100	38.9	47.2	13.9	79.6	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	219	100	42	47.2	10.8	79.7	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	19	100	29.4	64.7	5.9	70.6	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	33.3	60	6.7	66.7	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	208	100	40.8	48.3	10.9	78.6	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	246	100	46.2	47	6.8	67.4	81	78.9	Yes	Yes
Gender										
Male	132	100	44.5	48.4	7	68.8	79.3	77	N/A	N/A
Female	114	100	48.1	45.4	6.5	65.7	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	219	100	45.3	48.6	6.1	67.9	67.9	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	19	100	64.7	23.5	11.8	52.9	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	73.3	20	6.7	46.7	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	208	100	43.8	48.8	7.5	69.2	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	154	100	43.4	51	5.5	56.6	68.9	67.5
Gender								
Male	81	100	32.5	59.7	7.8	67.5	68.2	67
Female	73	100	55.9	41.2	2.9	44.1	69.6	68
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	135	100	44.2	49.6	6.2	55.8	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	129	100	42.3	52.8	4.9	57.7	50.2	55.1

Social Studies

All Students	156	100	26.4	54.7	18.9	73.6	76.8	72.3
Gender								
Male	86	100	20.2	56	23.8	79.8	75.3	71.5
Female	70	100	34.4	53.1	12.5	65.6	78.4	73.2
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	137	100	28	54.5	17.4	72	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	15	100	15.4	53.8	30.8	84.6	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	13	100	18.2	54.5	27.3	81.8	71.6	67.9
Socio-Economic Status								
Subsided meals	130	100	24.2	56.5	19.4	75.8	64	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	246	99.6	39.4	48.3	12.3	60.6	74.1	70.2	96.6	96
Gender										
Male	133	100	43.4	47.3	9.3	56.6	67.8	63.2	96.6	95.9
Female	113	99.1	34.6	49.5	15.9	65.4	80.6	77.5	96.5	96.1
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	90.4	79.1	95.8	95.9
African American	218	99.5	39.8	47.4	12.8	60.2	59.2	57.6	96.6	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	20	100	38.9	50	11.1	61.1	61.1	62.6	96.5	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	29.6	26.1	95.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	18	100	43.8	43.8	12.5	56.3	60.2	61.2	96.2	96.5
Socio-Economic Status										
Subsidized meals	208	100	39.1	48.5	12.4	60.9	59.1	58.9	96.5	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	99	100	45.4	41.2	13.4	54.6
	7	64	100	40.4	47.4	12.3	59.6
	8	83	100	35.4	57.3	7.3	64.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	99	100	45.4	48.5	6.2	54.6
	7	64	100	40.4	54.4	5.3	59.6
	8	83	100	51.2	40.2	8.5	48.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	49	100	40.4	55.3	4.3	59.6
	7	64	100	47.4	45.6	7	52.6
	8	41	100	41.5	53.7	4.9	58.5
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	50	100	10	72	18	90
	7	64	100	38.6	35.1	26.3	61.4
	8	42	100	29.3	61	9.8	70.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	99	99	39.6	42.7	17.7	60.4
	7	64	100	36.2	58.6	5.2	63.8
	8	83	100	41.5	47.6	11	58.5

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